6

Building Positive Relationships Around Learning

After lunch, Jennifer and Rashad were on their way to health class. Rashad was talking excitedly about a project they were working on in class and Jennifer was listening intently.

"And then Mrs. Zales let me and Max try out one of our ideas in the back while the rest of the students continued working on their experiments and lab reports!"

Jennifer smiled at Rashad. "Wow. You really like science! My class is just so boring."

Rashad paused for a moment. "You know—I am not so sure it is just because of the science stuff. Mrs. Zales really cares about us. She really pushes us to work hard and challenges us, but she also understands when we make mistakes. I also like a lot of the

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activities she puts together. When we work in groups—the time flies. We just really work well together in that class!"

"That's cool," replied Jennifer. "I wish my science class was more like that! My science teacher doesn't really seem to care all that much about us. He even calls me by the wrong name sometimes."

CASE STUDY ANALYSIS QUESTION SET 6.1

1. Based on the short excerpt, why do you think Rashad feels a strong connection to the teacher and students in his class?
2. Why do you think Jennifer might not feel the same way about hers?
3. How do you demonstrate to students that you care about them?
4. How do you encourage students to demonstrate caring attitudes toward one another?
5. What are some specific examples of actions you have done recently that demonstrate caring to the students?

Relationships Matter for Motivation

Relationships matter—they matter at home, at play, and at work. A variety of research supports what we fundamentally know about the importance positive relationships play in our lives, particularly the influence they can have on motivation and achievement. Deci and Ryan (2002) described feelings of relatedness as one of the three pillars of intrinsic motivation. They define relatedness as the need to feel connected to others, to care for and be cared for by others, and to feel as if one belongs with other individuals and as a part of one's communities (p. 7). As Deci and Ryan explain throughout their research, to feel motivated, individuals need to perceive a sense of autonomy, competence, and relatedness. Therefore, while we may encourage student voice to promote feelings

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of autonomy (Chapter 4), and while we may challenge students and scaffold for individual success to build a sense of competence (Chapter 5), doing so is often more effective when the learning in which we attempt to engage students happens in partnership with others through positive relationships grounded in authentic caring.

A key element in building positive relationships in classrooms is the relationship teachers have with students. One growing body of research suggests that when teachers display caring attitudes toward students—what is often called "an ethic of care"—a variety of positive outcomes occur (Noddings, 2005; 2006). Some of these outcomes include, but are not limited to, increased motivation to learn, greater perseverance during challenging work, increased attendance, lower dropout rates, and overall improvements in academic achievement (Cornelius-White & Harbaugh, 2010; Grant & Sleeter, 2007; Hebert & Durham, 2008; Wilson, 2006).

Not only are positive relationships with teachers important, it is also essential to encourage students to develop and sustain positive relationships with their peers (Anderman & Anderman, 2010). Again, a variety of positive outcomes have been associated with healthy peer relations including successful transitions between elementary, middle, and high school (Juvonen & Wentzel, 1996), decreases in risky behaviors (Card, Giuliano, & National Bureau of Economic Research 2011; Clark & Lohéac, 2005), increased academic motivation (Pajares & Urdan, 2002; Cotterell, 2007), and academic achievement (Francis, Skelton, & Read, 2012). In addition, positive relationships with teachers and other students together help foster a sense of belonging in school and within the classroom, which is also associated with outcomes similar to those described earlier (Bagnall & Cassity, 2012; Erwin, 2004; Halaby, 2000).

For the purposes of this book, we define positive relationships that help leverage motivation to learn as those in which teachers demonstrate caring for all students and encourage students to demonstrate caring for others through the

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learning in their classroom. What follows are research-based practices and strategies to help teachers create and sustain positive relations with and among students. The first set of strategies focus on the teacher-student relationship. The second group of strategies is designed to support the development of positive peer interactions.

Strategies and Approaches for Positive Student-Teacher Relationships

The strategies in this section, as well as many described throughout the book, can help teachers develop positive relationships with students. Readers may have noticed by now that most of the strategies described in this book support multiple facets of motivation, particularly the importance of helping students develop strong and positive relationships with their teachers and peers. Many, if not all, of the strategies already described help build effective teacher-student relationships. For example, supporting student voice and decision making helps students feel valued and promotes a perception that the teacher cares (Chapter 4).

An important point that we want to emphasize is that teachers should work to build positive relationships by (1) establishing a learning environment that is caring, safe, and encourages students to take intellectual risks and (2) designing learning activities that encourage students to form positive relationships *through* the work and not apart from it. Some of the common mistakes we see teachers make in classrooms are to design activities that are fun or interesting but irrelevant to the learning that needs to take place or to *only* form relationships with students regarding their interests and achievements outside of the classroom (e.g., on sports teams, as student leaders).

Little Things Mean a Lot

It may sound simplistic and obvious, but one of the biggest things teachers can do to foster a strong and positive relationship is to take the time to do little things for a student, even

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things that might go unnoticed by most of the other students (Mendler, 2000). This could mean recommending or bringing in a book a student might enjoy related to the class topic; working with a student during lunch or after school to support their success or interest in learning more; sending a quick e-mail, leaving a voicemail, or sending a postcard of praise or support to the student. Making sure the parents are recipients as well is also effective. This is particularly important to do for students who are struggling or who appear to be chronically disengaged.

Mendler (2000) describes a simple strategy that he calls the Two-Minute Intervention. This strategy is designed to strengthen the relationship with a student who frequently appears unmotivated. This strategy calls for a teacher devoting two minutes a day for 10 consecutive days. During this time, the teacher initiates and engages the student in a positive interaction about anything that might be of interest to the student. Mendler emphasizes that this is not a time to bring up poor achievement or low motivation. He writes that this "is a time when you can get to know the student and the student can get to know you, without either being encumbered by expectations. Initially, the educator and the students may experience reluctance and awkwardness. It is for this reason, as well as to establish a pattern of reaching out, that the ten consecutive days is the goal" (p. 52). As this simple strategy describes, a sustained pattern of showing interest in students can do much to harness student motivation.

ACTIVITY 6.1

To develop some ideas about little things that might be meaningful to your students, begin by making a list of five to ten students you are most worried about. Consider what you know about each of them. Then think about something you could do—something small—that would be appreciated by them and would support them in the work and learning they need to do. Begin with this.

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Keep Your Word

Once again, this may sound obvious, but another important strategy for building strong positive relationships with teachers is to make sure you keep your word. This is an essential component to developing a culture of caring in the classroom (Noddings, 2005; 2006). From our work in schools, we have observed teachers who are well-intentioned and usually mean what they say. However, following through with all of our good intentions is not always so easy—especially when, as teachers, we wear so many hats and juggle so many responsibilities at once. For example, during the year, a teacher may tell a student that he will try to make one of his baseball games, but never does. Or a teacher may say she will put the homework on the website or save it in a folder to be available when students are absent. In short, make sure when you say you will do something to do your best to follow through. If, as will sometimes happen, you are not able to meet your best of intentions, acknowledge this and apologize to the student or students involved.

Put It In Writing

One of the biggest questions we get from teachers is how to effectively harness motivation in a class with significant behavior management issues. While this book does not focus on behavior management per se, we do believe that classrooms and learning environments with high levels of motivation have significantly fewer behavioral issues. Conversely, students who also have significant behavior issues also tend to form low-quality relationships with teachers and peers (Pianta & Steinberg, 1992; Hamre & Pianta, 2006). That being said, there are times when students struggle to follow the rules and when they need help meeting their expectations and responsibilities. We firmly believe that when this happens it is an opportunity for growth and an opportunity to strengthen the student-teacher relationship.

One strategy we have used in the classroom and have seen used effectively by many others are individual student

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contracts (Marzano & Marzano, 2003). For example, at one point in his career, Kevin taught in a self-contained classroom with 18 fifth and sixth grade students in a school that primarily serves students with special needs. All of the 18 students were dyslexic, most had been diagnosed with ADHD, one had Tourette syndrome, another had Asperger syndrome, and another had been diagnosed with obsessive compulsive disorder. One might think that this classroom was fated to be frequently disruptive and unruly. On the contrary, it was one of the most, if not the most, motivated (and energetic) classrooms Kevin has had the pleasure to teach in. One of the most effective strategies he used to build strong relationships with students was individual contracts.

In short, contracts are an agreement between the student and teacher. Usually the point of the contract is to produce a particular outcome and to clearly define the student's and teacher's responsibilities and actions. Contract writing need not be a highly formal endeavor, but it is often best to put the terms of the contract in writing. At times, it is also helpful to have a timeline and a reward. Contracts also work best when they are developed jointly between the teacher and the student. The teacher should make the purpose and the intended outcomes of the contract clear to the student. In addition, the student should be given voice in the details of the contract so that he or she will find it meaningful and see value in it. For example, on one occasion a student in Kevin's classroom was having difficulty refraining from calling out whenever a teacher asked a question. The student was having difficulty controlling this impulse, but did not like it when the teacher would point it our every time it happened. Therefore, Kevin and the student met and developed a contract. The contract described a code that only Kevin and the student would understand. Whenever the student would call out, Kevin would scratch the back of his head to remind the student what he was doing (this was the student's idea). Both Kevin and student agreed that every few times the student did not call out, Kevin would call on him first. This simple plan made a

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world of difference. It gave the student the opportunity to learn how to self-regulate his behavior without feeling embarrassed. In fact, the student asked Kevin to share the plan with other teachers because he found it so helpful. In sum, sitting down to develop the contract allowed a frustrating situation to become an opportunity to strengthen the student-teacher relationship and support the student's learning.

There are a few additional points about contracts that are important to consider. First, be judicious in their use and make sure they are meaningful. Too many contracts are unwieldy and make it difficult for teachers to follow through with their responsibilities. Another important consideration is to keep contracts focused on the individual and to be discrete. Many students do not like others to sense that they are being singled out. However, when teachers make it clear they care and personalize the contract to a student's needs with discretion, the result can be quite powerful and lasting.

Make Learning Visible

In a recent synthesis of metaanalyses on achievement, Hattie (2009) concluded that one of the simplest ways to increase achievement in the classroom is to make learning visible. In short, learning becomes visible when we clearly understand what we need to learn and why; when we are able to monitor our progress; and ultimately, when we see that we have learned or grown. We also believe it is a powerful way to build motivation and strengthen positive student-teacher relationships, primarily because the teacher often has the capacity to make learning visible. There are many ways a teacher can make learning visible to students. Some ways are comparing student work to models, charting progress, and demonstrating growth.

A powerful way to make a student's learning visible is to display the students' work back to them. There are numerous ways to do this. One of our favorites is to use video. For example, one teacher we know used a smart phone to capture

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video of students' presentations. After the students had presented the first time, he met with the students individually. He showed them a recording of a high-quality presentation first. In this case, the teacher had recorded himself giving a presentation like the one he wanted students to provide (modeling and demonstration, Chapter 5). Then he showed each student's presentation and asked that student to identify two or three areas for improvement. Once they had done that, they made a quick plan to address the areas of improvement.

Visibly charting progress is another method for making learning visible. In short, this method requires converting student performance into a chart. It is often best to have students complete their own charts. Two examples of how teachers have used charting come from a writing class and a math class. In one elementary classroom, the teacher was encouraging students to write as much as possible during a five-minute freewrite at the start of the writing period. She noticed that many students were fearful of misspelling words and would not write very fluently. To encourage writing fluency, she had the students chart the number of words they wrote during each freewrite. Every few days, she gave the students a new goal. We provide an example of this fluency chart. A math teacher used a similar chart to help students keep track of how well they were learning their times tables. Every day he would give the students one minute to solve as many problems as they could. When they were done, he would have the students chart their progress.

Finally, another example of how to make a student's learning visible is to show them their growth as visually and as concretely as possible. A simple way to do this is to save each student's work or to have students create and maintain a portfolio where they keep key selections of their work. As students work throughout the year, have them save drafts of work for larger projects as well as samples of similar kinds of work they complete over the year. By doing this, students are able to see and reflect on their growth and learning over the year. Elementary reading and mathematics teachers use a variety

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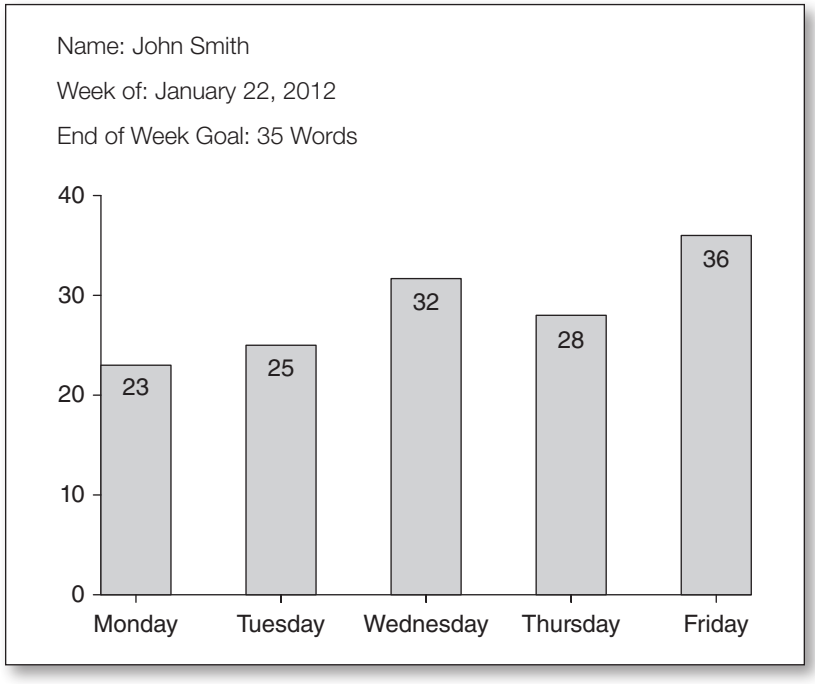
of software packages that support charting of student growth and improvement. However, important for building student-teacher relationship and motivation is the time spent in conferencing about this information.

One of the more creative ways we have seen a teacher help make a student's learning visible was by recording student participation. In one high school Spanish class, the teacher was encouraging students to participate in classroom discussions, particularly discussions where students were to speak in Spanish. The teacher would use a seating chart and record each time a student spoke during a discussion. Over the course of the year, the teacher would meet with students and show them how many times they were speaking and help the students set participation goals. Over the course of the year, many students were able to see their participation and confidence in speaking Spanish increase.

Figure 6.1 Sample Fluency Chart



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Teaching Students How to Ask for Feedback

As discussed in Chapter 5, feedback is one of the most effective strategies for supporting student motivation and achievement. However, feedback can be more effective when it targets and provides exactly what a student needs and is ready to hear (e.g., Anderson, 2000; Perks, 2005). Therefore, when preparing to give feedback, we encourage teachers to teach students how to request feedback. We often associate the practice of giving feedback to playing darts at night. When there is not a lot of light, it is very difficult to hit the mark; yet when things are clear and bright, we are more likely to get a bull's-eye. Similarly, unless a teacher has a solid understanding of what a student is working on, trying to accomplish, and having the most difficulty with, it is very difficult to determine what type of feedback will be the most helpful.

Dialogue Folders

Teaching students how to ask for feedback is a powerful way to develop strong teacher-student relationships. When teachers encourage students to talk about their work, they are encouraging the students to communicate their learning process. While students are doing this, the teacher is *listening*. Over time, such a pattern encourages students and teachers to form strong relationships grounded in the academic work of the classroom. For example, one strategy Kevin frequently used when he taught at the middle school and high school level was what he refers to as dialogue folders (Perks, 2005). The folders were a place for students to write to Kevin about their work and to submit excerpts or drafts for feedback. Kevin gave students specific prompts to use when writing to him (see three feedback prompts on next page). Every day or so, Kevin would read the folders and what students were saying. He would then write back and provide feedback based on their requests. Over the course of the year, the folders provided an artifact of the ongoing conversation the students were having with their teacher. Many of the students found the folders so valuable they asked to keep them at the end of the year.

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Feedback Prompts

An effective way to make sure teachers have the information they need to give targeted and informative feedback that a student will use is to teach students how to ask for it. This may sound counterintuitive, but many students often need to be taught how to ask for feedback. Consider the times when students have asked you to look over or give feedback. It is likely they ask something like this: "Mr. Middleton, can you take a look at this and tell me what to fix?" Now compare this request to the following.

"Mr. Middleton, can you please give me some feedback on my lab report? I have finished my first draft and I think it is decent overall. However, I find it really hard to word the hypothesis and am not sure I am getting that part right. Also, I am not sure I have provided enough information at the end. What do you think?"

This type of request is much more helpful for a teacher. However, most students will not solicit feedback in this way unless they are taught how to do so.

There are various ways teachers can encourage students to begin discussing their work and learning. Anderson (2000) uses a simple cue when having miniconferences with elementary students about their writing. During writing time, he will work with one student at a time. When he sits or kneels next to a student, he begins the conversation by asking, "How's it going?" This is often enough for the students to begin talking about their work. Another, slightly more detailed approach, is to show students how to explain or describe important elements of whatever it is they are working on. For example, students could be taught and expected to communicate the following when requesting feedback.

1. Describe what you have been working on or what you are trying to accomplish.
2. Describe what is going well.
3. Describe what you have struggled with the most.

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Simple questions such as these help ensure that the teachers have the information they need to determine what feedback to give.

Encouraging students to be as informative as possible when soliciting feedback also helps increase the likelihood that students will use the teacher's feedback. In the previous example, if the student had not provided the information she had, the teacher (a) may not have given feedback about the hypothesis statement or (b) the teacher may have provided feedback on something the students was not concerned or interested about. Additionally, the simple framework provided can also be phrased as questions when a teacher sits down with students to discuss their work. Before giving feedback, the teacher can ask the students what they have been working on and struggling with the most. The information provided will help the teacher decide what feedback will be most helpful. In doing so, the teacher increases the likelihood that students will find the information helpful. In addition, the teacher will also have demonstrated that he or she listened and cares about what the students have to say.

Strategies for Supporting Positive Peer Relationships

The strategies and approaches described here are designed to help teachers encourage students to develop strong and positive relationships as they work and learn together. These evidence- and research-based strategies are grounded in various research studies on cooperative learning (e.g., Johnson, Johnson, & Holubec, 2008; Slavin, 1991; 1995) and have been selected because they can be used in a variety of situations with students at various age levels.

Establishing and Using Group Norms

Establishing group norms is a common tool adults use in collaborative and team environments to facilitate and help

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individuals engage in complicated work. Norms are typically a small set of rules that help guide how individuals should act with one another when engaging in work with peers. Sometimes individuals confuse norms with protocols. Whereas protocols identify steps within a process, norms describe principles that help individuals maintain positive relationships with each other, especially when the work is challenging or personal or both. Garmston and Wellman (1999) identify seven norms of collaboration.

1. Promoting a spirit of inquiry
2. Pausing
3. Paraphrasing
4. Probing
5. Putting ideas on the table
6. Paying attention to self and others
7. Presuming positive intentions

Additional norms that we have had success with include the following:

- Understand that those who work, learn.
- Phrase questions for benefit of all.
- Recognize that each person's ideas have value.
- Challenge ideas, not individuals.
- Share talk time.
- Read the group.
- Keep your goals in mind.
- Be present.

Norms work best when they are used whenever students work together in groups or engage in collaborative activities. One suggested use is to have a group of students review the norms at the beginning of every work session and to select one norm to focus on for that block of time. Toward the end of the work time,

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the group should spend a couple minutes debriefing how well they honored or met the norm. It is often helpful for the teacher to model or facilitate conversations about norms when they are first introduced to students. It is also important to keep in mind that the purpose of having norms is to encourage students to focus on the work at hand and the needs of their classmates. In short, they help promote a caring attitude toward the work and others.

Think-Pair-Share

Think-pair-share (Lyman, 1981) is a simple strategy that teachers commonly use to encourage students to develop cooperative discussion skills with other students in a low-stake context. This strategy can be used during any phase of instruction. It typically uses a simple three-step protocol. The first step often includes a prompt from the teacher, where he or she asks each student to think or consider a question or idea. Next, the teacher asks students to pair up (often with a student who is nearby) and share what they thought with their partners. The teacher can then walk around and listen to what the students are discussing. The final step is to have a few of the pairs share what they discussed with the rest of the class.

Think-pair-share is a useful strategy that can help students develop positive peer relationships because it provides students with opportunities to process and communicate information in a low-stakes context. We have seen teachers use this protocol at the start of a lesson to give students an opportunity to access prior knowledge, consider what they learned previously, or predict what they think they will be learning. The strategy also works in the middle of lessons or activities by giving students an opportunity to metacognitively reflect and discuss their progress and learning. Think-pair-shares are also great tools used to process and discuss learning after an activity has been finished.

Task Grouping Strategy

One strategy that we have developed to help design collaborative tasks and to effectively match students with other

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students for the task is what we call the *task grouping strategy*. This strategy encourages teachers to think about the nature of a task before determining how to organize students into groups. This strategy categorizes tasks into four different types. These are described next.

1. **Independent group task**—This type of task or activity encourages students to work independently. For example, some projects can easily be divided into multiple parts. When students work together in a group, they can divide and conquer without ever really working together. Often, the purpose of an independent group task is to enable students to complete a project that is too large for a single individual. An example of this type of task could be a presentation or slide show where each students works on their own slides and are only in charge of explaining these when it comes time for presenting.

2. **Parallel group task**—This type of task encourages students to work independently but in the presence and view of other students in the group. An example of this might occur in a math class when a teacher wants students to work in pairs to solve a problem but requires the students to solve the problem first before having the students compare their answers. The purpose of parallel group tasks is to provide students with the opportunity to observe other students in case they may struggle with the activity themselves. During such activities it is expected that students can observe and watch other students if and when they struggle.

3. **Cataloging task**—Cataloging tasks are more collaborative than the previous two types of tasks; however, they allow individual students to keep their personal work distinct from their classmates. The purpose of this type of task is to encourage students to work together by listening to and sharing one another's ideas without a great deal of response or feedback. An example of a cataloging task could be when an English teacher asks a group of students to analyze a poem and identify all of the literary devices. The students would work in a

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group generating a list of what they see. However, this list would be the collection of each student's individual observations. It would be very easy to determine who contributed what during this type of task.

4. **Organic task**—This type of task is the most complicated type of task and requires the highest degree of comfort and trust. Organic tasks require students to work closely together and to combine their ideas into a unique and single product. Often, the product is greater than the sum of the parts. One example could come from an art class where the teacher is asking students to work together to use clay to create a bust of a famous person. To do this, one student might shape the nose. Once this was finished, another student might make some changes or alterations to the first student's work. Another example is when students work together to create a single piece of writing.

One of the key features of the four task types described here is that each type of activity requires a different level of collaboration and trust. Understanding these task types helps teachers design or modify tasks based on their understanding of how well a group of students work together. Often, collaborative groups fail because teachers unintentionally ask students to work at a level beyond their comfort zone. For example, they might ask students to work in an organic manner, when parallel or cataloging work would have been more appropriate. Matching students to the right type of task encourages students to build their skills of collaborating and working with others and, by doing so, build stronger relationships with their peers.

Student-Centered Text-Based Discussion Protocol

We developed the following protocol to help teachers foster student-centered discussions and help students learn how to have thoughtful conversations with one another about what they have read. This protocol can be adapted for use whenever

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students read complex texts in any discipline. This tool is particularly useful given the increased text complexity demands in the Common Core State Standards for English Language Arts and Literacy. Once students become comfortable with this protocol, the teacher can foster high-quality discussions with little effort. This protocol is designed to engender thoughtful conversations that support students' understanding of material. This protocol can be used after students have read a complete text or during reading of longer works to facilitate discussion about the reading. Here are the steps of the protocol.

Student-Centered Discussion Protocol

1. **Preread**
   a. Engage in a prereading/prelearning activity (e.g., K-W-L Chart, anticipation guide, problematic situation, etc.)

2. **Read**
   a. Read text in class. The passage should be short (1 or 2 pages). If you are reading a longer work, select a passage that will act as a springboard for the discussion.
   b. Read aloud or silently—however, if reading aloud, have a competent reader read the entire passage.

3. **Generate Questions**
   a. After reading the text, ask the students to generate and share questions. Questions can focus on unfamiliar vocabulary or content. Record these questions on the board.
   b. Define any vocabulary before continuing.

4. **Reread**
   a. Have the students reread the text. Encourage them to consider the questions that were just asked as they read. Remind them that they will be discussing these questions soon.

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5. **Discussion**
   a. After reading, pick a student to facilitate the discussion.
   b. The facilitator can pick any question on the board. She must answer it first. Then she can call on other students to respond.
   c. Some classes are able to engage in discussion without having a facilitator call on people. Use your discretion; however, too much interrupting silences students.
   d. The teacher can participate as well, just be careful not to dominate the discussion.

6. **Debrief**
   a. The teacher finally leads a discussion on how well the conversation worked. Good questions to ask are the following:
      i. How did it go? Why?
      ii. Why did some of you not speak?

Chapter Summary

As we mentioned at the beginning of this chapter, relationships really matter. They matter at home, at work, and in the classroom. As most of us know, building strong and durable relationships with students requires establishing an environment where students feel safe and comfortable to challenge themselves academically and take intellectual risks. It also demands consistent demonstrations of interest in students' lives, consistent opportunities for all individuals in the classroom to learn about one another by engaging in meaningful work, and ongoing feedback that helps students see and understand their progress.

An additional point to make in closing this chapter is that the other elements of motivation also work to help build strong and enduring relationships as a part of learning in school. This chapter is the last in Section II because of

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the strong connection between the other three chapters and relationship building. We strongly believe that strong, tight-knit communities that exhibit high levels of motivation and engagement develop when individuals work with purpose around common work. When we promote student voice, we send the message that we value students' opinions and their input in the classroom. When we strive to craft meaningful learning activities, we show students that we care about their interests and what they value. Finally, when we scaffold activities and learning so students can succeed on challenging tasks, we are setting high standards and also communicating confidence in their skills and abilities.

CHAPTER WRAP-UP ACTIVITY

The following activity is designed to help teachers consider and apply what they have read in this chapter. The purpose of the Relationship Reflection Sheet is to help a teacher periodically (1) analyze the relationships in the classroom, (2) develop strategies to strengthen or maintain relationships, and (3) reflect on the progress of relationship building in the classroom. We encourage teachers to engage in this activity three or four times a year.

Relationship Building Sheet

Directions

The following table is designed to help teachers analyze the quality of relationships in the classroom and develop strategies to improve them. Begin by writing each student's name in the first column. Next, assess the strength of each student's relationship with you as his or her teacher, as well as with his or her peers. For example, you can use a scale from 1 to 5 with a "1" indicating a weak relationship and a "5" indicating a strong relationship. Next, based on how you assessed the relationship with each student, identify a strategy that could

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support one of the student's relationship needs. At the end of the quarter or semester, reflect and record notes about any improvements or changes in each student's relationship with you and others. Then, start the process over again.

Student Name	Teacher Relationship	Peer Relationships	Strategy	Reflection

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